

EPP3200 Professional Experience Final Report

Respondent: Kerry Douglas (kdoug1@eq.edu.au)

S2 2023 EPP3200 Final Report

Student: Zanthie Verrall (0061119208)

Agency: Meringandan State School

Placement Date: 31/07/2023 - 18/08/2023

Placement Result: Pass

Experience: EPP3200 - Practising as a Professional Teache

Allocation Group: EPP3200 2023_S_2

Duration: 15 Days EPP3200 - Practising as a Professional T

This report is to be completed at the end of the supervised placement. The purpose of this report is to measure the standard that has been achieved by the preservice teacher in relation to the APSTS graduate level relevant for the learning for the year and professional experience course that this placement relates.

APST Assessment Scores:

- NA - Insufficient opportunity
- D - Developing skills and knowledge
- A - Achieving skills and knowledge
- E - Exceeding skills and knowledge

Please use the expectations of skills and knowledge as a criterion to inform decision making

We thank you for hosting USQ pre service teachers and invite you to submit your [pay claim](#) once this report has been submitted.

SECTION: Confirmation

Please confirm details below

Supervising Teacher's name

Kerry Douglas

Other Supervising Teacher's name (if applicable)

Name of respondent filling in this report

Kerry Douglas

SECTION: Placement Details

Completed days

Did student complete total number of days for this placement? Please select from the below options in response to this question.

Options	
5 Days	
10 Days	
15 Days	a
20 Days	
25 Days	
No, student did not complete all days	
Other	

Result

Please confirm the overall result the student achieved for this placement.

Options	
Pass	a
Fail	

SECTION: Planning effectively - preparation for teaching

Question	Responses
<p>APST 1.1</p> <p>(Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning (example: develop a class profile using existing data).)</p>	E
<p>APST 1.3</p> <p>(Demonstrates knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds. (example: differentiation strategies are evident in unit/lesson plans))</p>	E
<p>APST 1.5</p> <p>(Demonstrates knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching))</p>	E
<p>APST 2.1</p> <p>(Demonstrates appropriate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.)</p>	E
<p>APST 2.2</p> <p>(Organise content into an effective learning and teaching sequence.)</p>	E
<p>APST 2.3</p> <p>(Use relevant curriculum and assessment documents and knowledge to design sequence of lessons/learning experiences.)</p>	E
<p>APST 2.5</p> <p>(Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans.)</p>	E
<p>APST 2.6</p> <p>(Plans ICT teaching strategies to support learning opportunities for students.)</p>	E
<p>APST 3.1</p> <p>(Sets learning goals for students of varying abilities and characteristics.)</p>	E
<p>APST 3.2</p> <p>(Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.)</p>	E

SECTION: Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Comments

Zanthie identifies students' specific needs through discussion with colleagues, observations, pre-testing and reflection of lessons. She uses this information to prepare well-planned and thoughtful, but flexible, lessons which engage students through a variety of teaching and learning activities and resources, including use of ICT. Zanthie clearly communicates the learning intent and success criteria and provides a range of opportunities for students to achieve their learning goals and apply to new challenges. A clear understanding of content is demonstrated as Zanthie scaffolds learning sequences to ensure student success through a gradual release of knowledge and skills. Zanthie has a strong understanding of content and articulates this effectively to students and she then reflects using gathered data to inform future planning. Zanthie creates a positive and supportive learning environment where all students' contributions are valued and they are keen to have-a-go.

SECTION: Teaching effectively - enactment of teaching

Question	Responses
APST 3.3 (Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.)	E
APST 3.4 (Uses a range of resources and ICTs that target students' interests and learning needs.)	E
APST 3.5 (Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.)	E
APST 3.6 (Uses student assessment data and reflection on lessons taught to inform future planning.)	E

SECTION: Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Comments

To engage and encourage learners, Zanthie uses a range of appropriate and interesting materials, resources and technology to promote student learning and to provide support or extension to individuals. Active participation is key to Zanthie's approach which ensures all students are involved in the learning-teaching cycle and have many different opportunities for successful responses. Students find Zanthie's repertoire of teaching strategies engaging and she uses verbal and non-verbal communication effectively to respond positively to students catering to particular needs and providing timely feedback. Concepts are well-scaffolded and presented in a supportive manner with questioning used very effectively to elicit prior knowledge, develop new understanding, consolidate and promote higher level thinking. Zanthie develops assessment activities and marking rubrics to effectively match the curriculum and learning outcomes, and she keenly collaborates and moderates with colleagues.

SECTION: Managing effectively – create safe and supportive learning environments

Question	Responses
APST 4.1 (Identifies a range of strategies to promote the participation of all students.)	E
APST 4.2 (Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.)	E
APST 4.3 (Demonstrate knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.)	E
APST 4.4 (Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.)	E
APST 4.5 (Understand strategies which promote safe, responsible and ethical use of ICT's.)	E

SECTION: Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Comments

Zanthie demonstrates a positive and energetic approach towards the teaching and learning process while modelling inclusive practices. She values student contributions and allows a variety of opportunities for them to respond successfully. Expectations are clear and lessons are paced effectively to meet individual needs and minimise potential behaviour management occurrences. Student issues and concerns are handled fairly and respectfully while following the classroom and school expectations. Zanthie demonstrates a range of strategies to refocus students and avoid behaviour issues through keeping them interested and motivated.

SECTION: Accessing and recording learning

Question	Responses
APST 5.1 (Uses a planned assessment strategy to collect information on student learning progression.)	E
APST 5.2 (Use of corrective and affirmative feedback (oral and written) to students about their learning.)	E
APST 5.3 (Demonstrates an understanding through observation notes and reflections of how assessment is moderated to ensure consistent and comparable judgements.)	E
APST 5.4 (Demonstrates an ability to interpret planned assessment to evaluate student learning and modify teaching practices.)	E
APST 5.5 (Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.)	E

SECTION: Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Comments

Zanthie analyses student work samples for diagnostic information to inform differentiation and to apply to future tasks and align with assessments. She constantly monitors students and provides timely and targeted verbal feedback to whole class and individuals throughout lessons. Written feedback is also provided to individuals with Zanthie readily identifying strengths and weaknesses and future opportunities for improvement. Zanthie designs and uses formative and summative assessment to monitor student learning. She actively seeks opportunities to discuss student progress and to moderate assessment more formally.

SECTION: Professional conduct

Question	Responses
APST 4.4 (Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.)	E
APST 7.1 (Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students.)	E
APST 7.2 (Describes and applies school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.)	E
APST 7.4 (Demonstrates a willingness to participate with school staff in a range of activities.)	E

SECTION: Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section

Comments

Zanthie seeks and receives feedback in a positive and professional manner, reflecting critically on her practice and acting promptly upon any advice. Zanthie promotes a safe learning environment in the classroom and in the playground she models active supervision and observes, listens and acts upon any student concerns appropriately. Zanthie communicates effectively and interacts professionally with colleagues, initiating conversations to learn and improve her practice and she participates in cohort and staff meeting discussions. Zanthie involves herself in school activities and interacts respectfully with parents and community members.

SECTION: Overall comments regarding this placement

Comments

Zanthie is a capable and enthusiastic teacher who creates a positive learning environment where students respond willingly. Drawing from a wide variety of teaching strategies and her ability to use questioning purposefully, Zanthie caters to a range of behaviour and learning needs. She engages students in learning through implementing well-organised and well-resourced lessons with clear learning intent which provides opportunities for all students to experience success in a scaffolded and supported environment. Lessons were guided by Zanthie's awareness of student understanding from formative assessment, observations, feedback and self-reflection. Zanthie is keen to grow as a teacher, therefore, appreciating feedback and opportunities to collaborate with colleagues or participate in school activities. It has been a pleasure to work with Zanthie and see her confidence grow during this placement. I wish her every success as she continues her teaching journey.

SECTION: Declaration

Declaration

By completing and submitting this final report I declare the information above is an accurate reflection of the APST's achieved by the preservice teacher named above. Please note, this report will be available to the preservice teacher.

Kerry Douglas (kdoug1@eq.edu.au) - 18/08/2023 2:33:53 PM